



EQ WORKBOOK

An interpretation and application guide to
Emotional Intelligence and the EQ-i®

BY HILE RUTLEDGE



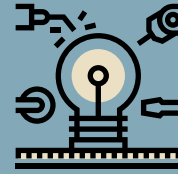
SELF-
PERCEPTION



SELF-
EXPRESSION



INTER-
PERSONAL



DECISION
MAKING



STRESS
MANAGEMENT





ABOUT THE AUTHOR

HILE RUTLEDGE

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Hile's primary area of expertise is the establishment and exercise of self-awareness leading to greater communication, decision making, leadership, and team performance. Among the tools and approaches in which Hile specializes are the EQ-i2.0, the Pearman Personality Integrator, the MBTI assessment, and generational cohort theory. Hile has done extensive work with C-suite and senior leadership groups whose needs range from leadership development to team building, communications, coaching and feedback training, conflict management, and strategic planning.

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EQ-I^{2.0} MODEL

As you explore each EQ element, decide how active it is in your life. Check the appropriate box: Low, Mid-Range or High. Low activity does not necessarily mean low skills, and High does not necessarily mean refined ability.

	LOW	MID-RANGE	HIGH
 SELF-PERCEPTION			
Self-Regard			
Self-Actualization			
Emotional Self-Awareness			
 SELF-EXPRESSION			
Emotional Expression			
Assertiveness			
Independence			
 INTERPERSONAL			
Interpersonal Relationship			
Empathy			
Social Responsibility			
 DECISION MAKING			
Problem Solving			
Reality Testing			
Impulse Control			
 STRESS MANAGEMENT			
Flexibility			
Stress Tolerance			
Optimism			
WELL BEING			
Happiness			
	LOW	MID-RANGE	HIGH

An interpretation and application guide to the EQ-i^{2.0}®

The EQ-i model of Emotional Intelligence is comprised of sixteen specifically defined components of your socio-emotional functioning, each of which plays a critical role in your personal and professional effectiveness. Rooted in extensive physiological and behavioral research, the EQ-i is a tool that enables you to quantify these behaviors, comparing yourself to a selected norm group and showing how your behavior differs from others around you.

Unlike many other assessments made up of right and wrong answers or that seek to measure skill and ability, the EQ-i's results require interpretation and context. The result is a deep dive into a model and vocabulary for self-awareness that reveals potential strengths and growth opportunities. Whereas IQ and "personality" assessment scores tend to be unchanging, EQ-i results not only can change, but should, with maturity, development, and skill-building. That is where this workbook comes in.

OKA's EQ Workbook introduces you to the 16 Elements of the EQ-i^{2.0} model of Emotional Intelligence, helps you fully understand and interpret your EQ-i results, and then pivots from the assessment to a tailored and specific action plan. *OKA's EQ Workbook* helps answer the pivotal questions, "So what," and "Now what?"

HOW TO USE OKA'S EQ WORKBOOK:



TRAINERS

- One-by-one, introduce group to the EQ-i Elements, while participants self-assess (predict) their levels of EQ engagement using the fold-out flap of this Workbook.
- Have participants draw from and add to the Workbook's extensive list of suggested behaviors, tips and techniques to exercise and practice each Element.
- Instruct group members, upon receiving their EQ-i reports, use the Workbook to interpret scores and craft an action plan with detailed next steps.



COACHES

- Discuss with your client the EQ-i Elements while he self-assesses (predicts) his level of engagement with each using the fold-out flap of this Workbook.
- Give your client her EQ-i report, and use the Workbook to interpret scores and produce a tailored profile.
- With your client, use the over 150 suggested actions and exercises in this Workbook to craft an action plan with detailed next steps.



INDIVIDUALS

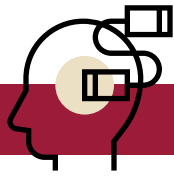
- Explore each EQ Element's description in the Workbook, considering what too little, low, high, and too much all look and sound like.
- Self-assess your levels of EQ engagement using the fold-out flap of this Workbook.
- After deciding upon the EQ Element most in need of development, select from the extensive list of suggested next steps and exercises to construct a focused and tailored action plan.



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OKA Sample

SELF-PERCEPTION



SELF-REGARD

the ability and the tendency for you—in full light of both your positive and negative qualities—to both like and have confidence in yourself

SELF-ACTUALIZATION

your ability and tendency to want to grow, to stretch and to strive—to see your potential, set meaningful goals and work toward your betterment and fulfillment

EMOTIONAL SELF-AWARENESS

the degree to which you are in touch with your feelings and emotions, are able to distinguish one emotion from another and understand why that emotion has resulted

INTERPERSONAL



INTERPERSONAL RELATIONSHIPS

your ability and tendency to give and receive trust and compassion and to establish and maintain mutually satisfying personal relationships

EMPATHY

your ability and willingness to take notice of and be sensitive to other people's needs and feelings

SOCIAL RESPONSIBILITY

your ability and tendency to cooperate and contribute to the welfare of a larger social system, to have and act in accordance with a social consciousness and to show concern for the group or the greater community

STRESS MANAGEMENT



FLEXIBILITY

your ability and tendency to adjust your emotions, thoughts, and behavior to changing situations and conditions, to adapt—to take in new data and change your mind or approach

STRESS TOLERANCE

the ability to function well in the midst of challenging and stressful situations—to shoulder stress without getting overwhelmed

OPTIMISM

your ability and tendency to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. Optimism gives you hope and enables you to see the future as a positive, inviting place

HAPPINESS

your ability and tendency to feel joy and satisfaction with the process of living—to be able to embrace all aspects of life with cheerfulness and enthusiasm

SELF-EXPRESSION



EMOTIONAL EXPRESSION

the degree to which you share, communicate and remain transparent with your feelings and emotions

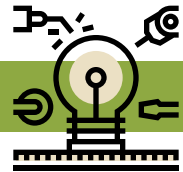
ASSERTIVENESS

your ability to put your needs, thoughts and opinions out into the world—even when doing so invites opposition or conflict or causes you to take a stand

INDEPENDENCE

your ability and tendency to be self-directed in your thinking, feeling, and actions—to go it alone when needed

DECISION MAKING



PROBLEM SOLVING

your ability and tendency both to solve problems that involve emotions and to use emotions as an effective problem solving tool

REALITY TESTING

the ability and tendency for you to assess the here-and-now reality of any given moment or situation—what is actually going on—and compare that objectively to your fantasy of what is going on, thus avoiding being overcome by fantasies, daydreams and biases

IMPULSE CONTROL

the ability to resist or delay a drive or temptation to do or say something or to decide too quickly or rashly

SELF-REGARD

the ability and the tendency for you – in full light of both your positive and negative qualities—to both like and have confidence in yourself

ROOTED IN SELF-REGARD:

Self-esteem • Self-confidence • Pride • Dignity • Self-respect

LOW

With too little Self-Regard, you see yourself as inadequate and inferior—unworthy of nurturance and the positive things life has to offer. Too little Self-Regard yields feedback that you are:

- ▼ Self-doubting
- ▼ Self-critical
- ▼ Disrespecting of yourself
- ▼ Unhappy with or insecure about your contribution or abilities
- ▼ Burdened with thoughts of inferiority and inadequacy
- ▼ Lacking self-esteem

An average level of Self-Regard finds someone with reasonable levels of self-confidence—pleased with some aspects of his/her body, mind and life, but not others.

Active Self-Regard yields self-assurance, respect, and acceptance, self-esteem, confidence, and positive feelings about yourself—intellectually, physically and emotionally. You like and are proud of who you are.

HIGH

Too much Self-Regard, however, can be a problem. Excessive Self-Regard can result in feedback that you are:

- ▲ Arrogant
- ▲ Vain and conceited
- ▲ Narcissistic
- ▲ Over-confident
- ▲ Burdensome with thoughts of superiority

The best way to correct for overdone Self-Regard is to activate/exercise those EQ Elements that naturally balance Self-Regard:

- Interpersonal Relationships
- Empathy
- Social Responsibility



ACTIONS THAT WOULD DEVELOP AND SUPPORT SELF-REGARD

- Decorate your physical space with artifacts and symbols of past success and evidence of your skill and personal power:
 - » Diplomas or Certificates
 - » Trophies and awards
 - » Photos of friends, family, and/or events that remind you of your worth and successes
 - » Books about topics you know a lot about
- As much as you can, surround yourself with positive people who know, support, and affirm your strengths—believe them when they remind you of your skill, worth, and value.
- Explore the uniqueness of your personality and personal communication or problem-solving style with a neutral to positive personal style assessment such as the Myers-Briggs Type Indicator (MBTI), Pearman Personality Integrator, Strength Deployment Inventory (SDI), or Pearson Marr Archetype Indicator (PMAI). Reframing and reintroducing yourself is a great way to mine for new gold and appreciate long overlooked gems within you.
- Think of where and when you are at your best and most powerful—at work, at the gym, in conversation, in helping others, in the kitchen, with a tool in your hand, in your own head solving a problem. Remember that you are this person—this masterful, in control person—even if you are feeling less than that now.

BEHAVIORS THAT WOULD EXERCISE SELF-REGARD IMMEDIATELY:

- Say (out loud so that you can hear yourself) positive statements about your qualities and/or achievements. Compliment yourself.
- Set a goal—even (and perhaps especially) a relatively easy one, and attain it, and when you attain a goal (even an easy one) acknowledge it to yourself.
- Stand up/sit up straight.
- Establish and maintain eye contact with people around you—not staring at them, but intentionally NOT averting your eyes.
- Offer an opinion—whatever it truly is, and speak so that people can hear you.

WHAT OTHER SELF-REGARD ACTIONS OR ACTIVITIES CAN YOU THINK OF?

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EQ-i Scores – Making Sense of the Numbers

The EQ-i is a popular tool that yields powerful and useful results. That said, a frequently made mistake is the over interpretation of the EQ-i's scores. Believing that high scores are good and low scores are bad is an over-simplification that misses most of the insight and power that the EQ-i has to offer.

Scores are important, but they are only where the story starts. Development—learning more and getting better—should always be the end goal. Scores can be helpful data to this end. The following table offers a more nuanced (and accurate) approach to the EQ-i's scores.

SCORE	WHAT IT MEANS
Below 70	3rd percentile or lower (signifies unusually low engagement—low skills are likely).
70-89	the 25 th percentile or lower (signifies low engagement—underdeveloped skills are possible). A score in this range could also indicate an element that has adequate development and skill - but one you are slow, reluctant, or overly selective about when, and with whom, to use it.
90-110	Average score, along with half of all respondents (scores in this range could reflect both adequately functioning EQ elements and room for growth and development).
111-130	The 75 th percentile or higher (signifies high engagement—highly developed skills are possible, as are overdone strengths or excessive engagement).
Over 130	97 th percentile or higher (signifies unusually high engagement—overdone strengths are likely).

REMEMBER: The best Emotional Intelligence goal is to engage in self-development (within a process of training or coaching) to deepen your self-awareness and improve your personal and professional effectiveness and overall happiness. This effort is significantly aided by the focus, structure, and specificity of the EQ-i assessment and its scores.



CREATING YOUR BEHAVIORAL PROFILE

Using your EQ-i Report Form, determine whether your scores are in the Low (below 90), Mid-range (90-110), or High (over 110) range, and highlight or circle that area of the table for each of the EQ-i's 15 core elements. **THE RESULTS WILL BE A TAILORED BEHAVIORAL PROFILE.**

EQ ELEMENT	LOW RANGE (BELOW 90)	MID-RANGE (90-110)
Self-Regard	<ul style="list-style-type: none"> • Self-doubting • Self-critical • Insecure 	<ul style="list-style-type: none"> • Reasonable self-confidence
Self-Actualization	<ul style="list-style-type: none"> • Lazy • Bored • Uninspired • Under-performer 	<ul style="list-style-type: none"> • Reasonably ambitious
Emotional Self-Awareness	<ul style="list-style-type: none"> • Emotionally unaware • Limited, incomplete emotional vocabulary 	<ul style="list-style-type: none"> • Reasonably aware of what you are feeling and why you are feeling it
Emotional Expression	<ul style="list-style-type: none"> • Disconnected • Withholding • Expression-less • Indifferent • Hard-to-read 	<ul style="list-style-type: none"> • Generally transparent • Willing to share
Assertiveness	<ul style="list-style-type: none"> • Bashful • Weak • Sneaky • Push-over 	<ul style="list-style-type: none"> • Reasonably assertive • Able to voice many of your opinions, needs
Independence	<ul style="list-style-type: none"> • Clingy • Follower • Weak-minded • Indecisive 	<ul style="list-style-type: none"> • Reasonably self-directed • Usually able to stand alone
Interpersonal Relationships	<ul style="list-style-type: none"> • Unfriendly • Socially withdrawn • Hard to connect or relate to 	<ul style="list-style-type: none"> • Approachable • Friendly and somewhat warm with trusted friends and colleagues
Empathy	<ul style="list-style-type: none"> • Inattentive • Insensitive • Indifferent 	<ul style="list-style-type: none"> • Reasonably concerned for others • Usually attentive to select people
Social Responsibility	<ul style="list-style-type: none"> • Selfish • Insensitive • Socially irresponsible 	<ul style="list-style-type: none"> • Reasonably concerned for the welfare of selected people and groups
Problem Solving	<ul style="list-style-type: none"> • Conflict-avoidant • Easily overwhelmed 	<ul style="list-style-type: none"> • Open to solving problems even when emotions are high
Reality Testing	<ul style="list-style-type: none"> • Prone to drama and exaggeration • Flighty • Unrealistic 	<ul style="list-style-type: none"> • Reasonably objective and grounded
Impulse Control	<ul style="list-style-type: none"> • Overly talkative • Impulsive 	<ul style="list-style-type: none"> • Can resist and delay impulses to do or say something
Flexibility	<ul style="list-style-type: none"> • Unbending • Rigid • Change-resistant 	<ul style="list-style-type: none"> • Open to adjusting thoughts, emotions, and behavior
Stress Tolerance	<ul style="list-style-type: none"> • Anxious • Uneasy • Avoid challenging situations 	<ul style="list-style-type: none"> • Reasonable ability to handle stress
Optimism	<ul style="list-style-type: none"> • Pessimistic • Easily defeated 	<ul style="list-style-type: none"> • Reasonably optimistic and positive

EQ Action Plan Part 1

SELF-AWARENESS

To what 3 EQ Elements do you feel most connected and skilled in, and how does each contribute to your success—personal and/or professional?

EQ Elements/ Strengths	How does/has this EQ Element helped or supported your success?

From what 3 EQ Elements are you most disconnected and with which do you most struggle, and how would engaging these behaviors better and more often benefit you?

EQ Elements/ Challenges	How would engaging these behaviors better and more often benefit you?

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EQ Action Plan Part 2

NEXT STEPS

Select an EQ Element with which you struggle—one that would truly benefit you if practiced and developed. Using your EQ-i Report Form, this workbook, and your own ideas and insights, identify at least two actions you commit to take in order to practice and build skill with that chosen Element

Targeted EQ Element	List at least 2 actions you will commit to take to exercise this EQ Element. Be specific—when, where, with whom, and how will you know you have been successful?

2nd Targeted EQ Element	List at least 2 actions you will commit to take to exercise this EQ Element. Be specific—when, where, with whom, and how will you know you have been successful?

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